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ABSTRACT

This paper contains descriptions of mandated minimum competency programs in 13 states: Connecticut, Delaware, Georgia, Hawaii, Idaho, Kansas, Missouri, New Jersey, New York, North Carolina, South Carolina, Texas, and Vermont. Each description provides the skills assessed in the state, the assessment instruments used, and the overall purposes of the program. The paper also contains a description of the procedures used to compile a synthesized communication skills list from the state documents. The skills list is appended. (FL)

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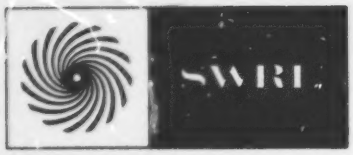

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STATE MINIMUM COMPETENCIES FOR HIGH SCHOOL GRADUATION

Joseph Lawlor

ABSTRACT

Minimum competency programs in 13 states were analyzed, and a list of state-mandated communication skills was compiled. In addition, an index of practical skill applications was synthesized from the state documents. This information was merged with the results of an earlier survey, yielding a comprehensive skills list that includes information from 20 state education agencies.

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STATE MINIMUM COMPETENCIES FOR HIGH SCHOOL GRADUATION

Joseph Lawlor

An earlier survey of state-declared minimum competencies for high school graduation (Lawlor, 1979) examined the communication skills requirements of seven states. In the current investigation, data were collected from 13 additional states, and an updated skills list was compiled. This paper describes the state programs that were reviewed and the procedures used to compile a synthesized communication skills list. The skills list, which is presented in Appendix B, includes information from the following 20 states: Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Kansas, Louisiana, Maryland, Massachusetts, Missouri, Nevada, New Jersey, New Mexico, New York, North Carolina, South Carolina, Texas, Utah, and Vermont.

Overview of State Activity

The recent movement toward minimum competency assessment has made a widespread impact on educational policy across the United States. According to information provided by state education agencies, a total of 34* states have specified secondary-level minimum competencies. Nine other states

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*The figures cited above should be considered as minimums because the information provided by several states was insufficient to determine the exact nature of their competency programs.

require local school districts to develop their own competencies. In 14 states, students are required to demonstrate mastery of minimum competencies before they can receive a high school diploma. Twenty-two states use a single state-wide test, while others allow local districts to evaluate students' mastery of the objectives.

The 13 state programs selected for the current review* specify a wide variety of skills and assessment devices. A brief description of each state's program follows, indicating the skill areas assessed, the assessment instruments used, and the overall purposes of the program.

Connecticut

In 1978, the Connecticut state legislature passed a bill requiring the State Department of Education to implement a competency testing program to identify students in need of remedial assistance in reading, mathematics, and writing. The State board responded by developing the Connecticut Ninth-Grade Proficiency Test, which was first administered in March, 1980. Since the primary purpose of the test is early

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*Programs in Florida, Louisiana, Maryland, Massachusetts, Nevada, New Mexico, and Utah are described in Lawlor (1979).

diagnosis of basic skills deficiencies, no promotion or graduation requirements are attached to the test.

The reading portion of the ninth-grade test is called the "Degrees of Reading Power," an instrument that is also used in the New York competency testing program*. The writing test consists of two parts, a 20-minute writing sample and a multiple-choice examination. Specific information about the design of the writing sample and the scoring procedures was not available. The multiple-choice test covers the mechanics of written expression, composition and organizational skills, and library skills.

Delaware

In 1977, the Delaware State Board of Education established minimal performance requirements for high school graduation. Beginning with the graduating class of 1981, students will be required to demonstrate mastery of basic skills in reading, writing, and mathematics. Seventeen broad requirements have been identified, four in reading, eight in writing, and five in mathematics. Several performance indicators are specified for each of these broad requirements.

Delaware will not administer a state-wide test of minimum competency. Local districts are responsible for

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*See pp. 10-11 of this paper for a description of the Degrees of Reading Power.

certifying that students have met the State Board's requirements. A variety of assessment devices are recommended, including standardized test scores, course grades, teacher evaluations, and locally-designed tests. The State Department of Public Instruction has developed an item bank that local districts may draw upon to assess minimum competencies. Districts are also required to keep records documenting each student's mastery of the competencies.

Georgia

Georgia's competency testing program was established in 1971. For the first five years of the program, norm-referenced tests were administered in grades 4, 8, and 11. In 1976, criterion-referenced tests were introduced in grades 4 and 8. These tests, which were developed by the State Department of Education, were designed to assess essential learning objectives in reading, mathematics, and career development. Similar tests are being developed for grades 2, 3, 6, and 10.

The primary purpose of Georgia's assessment program is informational. At the present time, the competency tests are not tied to promotion or graduation requirements on a state-wide basis. Local districts have the responsibility for assessing student proficiency.

Georgia's tenth-grade competencies include communication skills (reading and writing) and career development objectives. Only the communication skills competencies have

been listed in Appendix B. The skill statements range from the general to the specific; e.g.:

> Objective 2: The student demonstrates ability to understand the nature and purpose of his/her communications task (knows what he/she is trying to accomplish.)
>
> Objective 18: The student recognizes correct use of contractions. (The Georgia Assessment Program, 1978)

Hawaii

In 1983, high school seniors in Hawaii will be required to demonstrate mastery of 15 "essential competencies" before receiving a diploma. Students may meet this requirement by passing the Hawaii State Test of Essential Competencies (HSTEC), an assessment instrument developed by the State Department of Education in conjunction with Educational Testing Service. The State Department is also investigating alternative measures for assessing attainment of essential competencies.

The HSTEC covers basic skills and knowledge in reading, writing, mathematics, health, career development, and citizenship. Oral communication skills are listed among the 15 essential competencies, but they are not currently assessed in the HSTEC.

Hawaii also conducted a writing assessment in May, 1979, with a sample of fourth-, eighth-, and eleventh-graders. This assessment, which was not part of the minimum competency program, measured the ability of students to respond to four specific writing tasks: (1) expressing feelings, (2) giving

information, (3) promoting ideas, and (4) entertaining. The assessment items, designed by the Northwest Regional Education Laboratory, called for the production of actual writing samples. The papers were scored by the primary-trait system, a scoring method that was originally developed by the National Assessment of Educational Progress. (For a detailed discussion of the primary-trait system, see Humes, 1980.)

Idaho

In 1977, the Idaho State Department of Education adopted a competency testing program to assess basic skills in reading, spelling, writing, and mathematics. Under the Idaho plan, local school districts have the option of using the State Board's competency test as a requirement for high school graduation. Those districts that elect to use the exam must begin testing in the ninth grade. In subsequent grades, students are required to re-test only on those portions of the test that they failed.

After identifying the essential skills to be assessed, the State Board developed two forms of the proficiency exam; these were field-tested in 1978. Beginning with the graduating class of 1982, those students who pass all portions of the exam will receive a state seal on their diplomas. However, no student will be denied a diploma for failing the exam.

The Idaho minimum competencies in communication skills include 13 specific reading objectives (e.g., "The student

should be able to recognize the main idea"). Spelling proficiency is measured by a dictation test containing 20 words chosen from the Dolch list of 1000 most frequently used words. Writing skills are assessed by a writing sample designed to simulate a real life situation (e.g., writing a letter to apply for a summer job). The samples are scored holistically on a five-point scale.

Kansas

In response to a 1978 legislative mandate, the Kansas State Board of Education adopted the Competency Based Education Pilot Assessment Program. In 1978-79, reading and mathematics objectives were identified for assessment in grades 2, 4, 6, 8, and 11. The competency tests are designed to measure mastery of minimum standards in each grade level, but no promotion or graduation requirements are tied to the tests. The initial objectives were assessed during the 1978-79 school year. Based upon these results, the objectives were revised for the 1979-80 assessment. The State Board is scheduled to report to the legislature after the results of the 79-80 assessment are compiled. The legislature will then determine whether or not to extend or expand the competency testing program.

Kansas' eleventh-grade reading objectives are listed in Appendix B. Although the Kansas document delineates 20 separate reading objectives, very few enabling skills are actually indicated. The list specifies a variety of

practical reading materials, but the skills required of the student are essentially the same for many objectives.

Missouri

In 1979, the Missouri Department of Education began administering the Basic Essential Skills Test (BEST) to all eighth-graders in the state. The test covers three broad subject areas: reading/language arts, mathematics, and government/economics. Although testing begins in the eighth grade, the assessed competencies are considered to be the minimum standards for high school graduation. Students who fail any part of the BEST in eighth grade may re-test in subsequent years. In order to pass the test, students must answer 75 percent of all items correctly, and they must answer correctly at least one out of three items for each objective.

Twenty-one reading/language arts objectives have been specified by the Missouri Department of Education. Thirteen of these are assessed by the BEST; the remaining eight objectives are assessed by local districts. The objectives require the practical applications of reading, writing, speaking, and listening skills.

New Jersey

Under a legislative mandate, the New Jersey State Department of Education adopted a minimum competency testing program in 1976. The plan requires the assessment of basic

skills in reading and mathematics for all students in grades 3, 6, 9, and 11. In early 1977, committees identified skill objectives for all four grade levels in the two subject areas. These objectives were forwarded to Educational Testing Service for development of a prototype test. After the materials were reviewed in a state-wide survey, field-testing began in late 1977. Final versions of the tests were administered to all grades in the spring of 1978.

The purpose of New Jersey's competency program is to identify those students who are in need of remedial assistance. The tests are not used as criteria for promotion or graduation. The State Department of Education is considering adding a writing examination in ninth grade, but as yet no action has been taken.

New Jersey's eleventh-grade reading objectives cover three major areas: word recognition, reading comprehension, and study skills. On the assessment instrument, these skills are applied to a variety of "real life" reading materials, such as a Social Security card application or a voter registration form.

New York

The New York Regents Competency Testing Program was adopted in 1976 and has undergone several major changes in the past four years. The original plan called for all 1979 high school graduates to pass basic competency tests in

reading and mathematics. In 1976-77, the requirements were revised to include tests in writing, science, health, and civics. These requirements were to apply to all 1980 graduates. However, in 1978 the program was again changed. Effective in 1981, all high school graduates must pass competency tests in writing, reading, and mathematics only.

The competency testing program is not intended to replace the Regents comprehensive subject area examinations, which have been in use for many years. The comprehensive examination program has provided "Regents diplomas" to those students who pass tests in English, social studies, mathematics, and other elective subjects. Previously, students who did not pass the Regents exams could still be awarded a "local" diploma. The new plan, however, requires that students must pass either the comprehensive examinations or the competency tests in order to graduate. If, for example, a student were to pass the comprehensive exam in English, he or she would not be required to take the reading and writing competency tests. If the same student, though, did not pass a comprehensive mathematics exam, she or he would have to pass the math competency test before graduating.

The Regents Competency Test in reading is called the "Degrees of Reading Power." The test consists of a series of nonfiction prose passages, each approximately 300 words long. In a modified cloze procedure, seven words are omitted from

each passage. The student must select the deleted word from among five possible choices; e.g.:

> Bridges are built to allow a continuous flow of highway and railway traffic across water lying in their paths. But engineers cannot forget the fact that river traffic, too, is essential to our economy. The role of _____ is important.
>
> a) wind
> b) boats
> c) weight
> d) wires
> e) experience
> (The Regents Competency Testing Program, 1978, p. 4)

The passages are presented in order of increasing difficulty, but the answer choices for all passages are limited to "words that are in common use and of uniform difficulty" (The Regents Competency Testing Program, p. 3). Thus the passages become more difficult with respect to the text only, not to the answer choices. Students are expected to respond with 65% accuracy to reading material that "reflects the level of difficulty of textbooks used by high school students" (The Regents Competency Testing Program, p. 3). However, this minimum standard is still tentative; final determination will be made after the first state-wide assessment.

The Regents Competency Test in writing consists of three different writing samples: a business letter registering a complaint or request, a report based upon supplied data, and a short persuasive essay. Each of the samples is scored holistically by a separate rater, and minimal competency is determined by the sum of the three raters' scores. The

tentative standard for passing the test is "55% mastery level," based on a 200-point holistic scale.

The New York competency tests are administered in grades 11 and 12, and preliminary tests are offered in grades 8 and 9 in order to identify students who may need remedial assistance.

North Carolina

The North Carolina state legislature established the High School Graduation and Competency Testing Program in 1977. All high school graduates are required to meet minimum standards in reading and mathematics before receiving a diploma. Testing begins in the eleventh grade, and students may re-take any portion of the test that they fail. The tests are administered twice a year.

The North Carolina reading objectives were identified in a state-wide survey of reading specialists, local district superintendents, and teachers. Ten broad objectives were specified, and performance indicators for each objective were suggested. Assessment tasks require the application of reading skills to a wide variety of practical reading materials (e.g., automobile loan application).

North Carolina is considering including a writing assessment in the competency test. However, no action has been taken at the present time.

South Carolina

South Carolina's competency program was established by legislative act in 1978. In 1979, the State Board of Education completed specification of reading, writing, and mathematics objectives for grades K-12. Test development is currently under way, and the first state-wide administration is scheduled for May, 1981, in grades 1, 2, 3, 6, and 8. An eleventh-grade test will also be field-tested in 1981. The finalized version of this examination will be available in 1982. South Carolina also plans to assess student writing samples in grades 6, 8, and 11.

The primary purpose of South Carolina's competency testing program is remediation. At this time, promotion and graduation are not dependent on passing the tests. However, in 1989, the State Board will decide whether to make the eleventh-grade test a requirement for high school graduation.

Texas

The Texas Assessment Project (TAP) was conducted in April and May of 1978 in response to a legislative directive. The purpose of the project was to measure student achievement in reading, mathematics, writing, and citizenship. Tests were administered to a sample student population, and the data collected were used to assist educational planning decisions at the state level. No promotion or graduation requirements were tied to the tests.

Specific learning objectives were identified in reading, mathematics, and citizenship, and criterion-referenced tests were developed for these areas. However, the writing assessment used items prepared by the National Assessment of Educational Progress. Since the NAEP writing objectives are very broadly stated (e.g., "Demonstrates ability to write in response to a wide range of societal demands and obligations"), only the Texas reading objectives are included in Appendix B.

Vermont

The Vermont State Board of Education adopted a basic competency program in 1975, requiring all 1981 high school graduates to meet specified competencies in reading, writing, speaking, listening, and reasoning. A list of 51 separate competencies was compiled in a survey of educators and citizens, supplemented by materials from the Educational Resources Information Center (ERIC) and the National Assessment of Educational Progress.

Vermont does not administer a state-wide test to assess minimum competency, but local districts are required to keep a pupil progress record indicating the date on which the student masters each of the objectives. Primary responsibility for evaluating mastery is left with individual teachers.

Compiling the Skills List

The communication skills competencies of each of the 13 states were analyzed according to procedures described in Lawlor (1979). Skill statements were paraphrased to provide clarity and were sorted into the following categories:

- Word/Phrase Skills
- Sentence Skills
- Discourse Skills
  - General
  - Description
  - Narration
  - Exposition
  - Persuasion
- Format-Oriented Skills
- Writing Mechanics Skills

Each skill statement was coded for the state list on which it appeared and for the mode of communication under which it was listed: reading, listening, writing, or speaking.

A major problem encountered in analyzing the state skill lists was the tendency of many states to include specific types of "real-life" applications within their skill statements. For example, the following four skill statements appearing in the Kansas list specify four different types of reading material; however, the enabling skill being assessed seems to be identical for all four objectives:

> Objective 7: Given a sample page from a telephone book, the learner will identify specified information.
>
> Objective 8: Given a contract. . . the learner will identify specified information.
>
> Objective 10: Given a job application form, the learner will identify information that fits in a specified blank.

Objective 18: Given a warranty certificate. . . the learner will identify specified information.

Clearly, these four objectives do not represent discrete skills. In the compiled skills list, these four statements are subsumed under the skill "Identifies factual information." Practical skill applications (e.g., telephone book, job application) are listed separately in Appendix C.

After the 13 state lists were analyzed and sorted, the resulting skills list was merged with the list from the previous state competency review (Lawlor, 1979). In order to provide useful information, this list was edited to remove skills that were specified by only a single state. Such a revision served to eliminate many vague or poorly-defined skills (e.g., "Responds personally to esthetic experiences"-Utah) and certain skills that, while they were specific, were of questionable value (e.g., "Capitalizes the vocative 'O'"-Louisiana). Thus the skills list in Appendix B includes only those skills that were specified by two or more of the 20 state documents.

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APPENDIX A

State Documents Analyzed

Connecticut: Connecticut ninth-grade proficiency test: Skills and examples. Hartford: Connecticut State Board of Education, 1979.

Delaware: Minimal performance requirements. Dover: Delaware Department of Public Instruction, 1979.

Georgia: The Georgia assessment program. Atlanta: Georgia Department of Education, 1978.

Hawaii: Essential competencies for graduation. Honolulu: Hawaii Department of Education, 1978.

Idaho: Proficiency testing in the public schools--district optional basis. Boise: Idaho Department of Education, 1978.

Kansas: Kansas competency based education pilot assessment program: Revised 1979-80 objectives bulletin. Topeka: Kansas State Department of Education, 1979.

Missouri: A special curriculum memo supplement. Jefferson City: Missouri State Department of Elementary and Secondary Education, 1978.

New Jersey: Koffler, S. New Jersey statewide minimum standards: Results from the program's second year. Trenton: New Jersey State Department of Education, 1978. ERIC Accession No. ED 170 338.

New York: The Regents competency testing program: Information brochure. Albany: New York State Education Department, 1978.

North Carolina: Objectives and performance indicators for the competency testing program in reading. Raleigh: North Carolina State Department of Public Instruction, 1979.

South Carolina: State objectives: Reading, writing, and mathematics, grades K-12. Columbia: South Carolina Department of Education, 1979.

Texas: Reading: Texas assessment of essential objectives. Austin: Texas Education Agency, 1978.

Writing: A statewide assessment in Texas. Austin: Texas Education Agency, 1978.

Vermont: Basic competencies: A manual of information and guidelines for teachers and administrators. Montpelier: Vermont Department of Education, 1977.

APPENDIX B

STATE COMMUNICATION SKILLS COMPETENCIES FOR HIGH SCHOOL GRADUATION

Skill Categories
Word/Phrase Skills
Sentence Skills
Discourse Skills
General
Description
Narration
Exposition
Persuasion
Format-Oriented Skills
Writing Mechanics Skills

Key

Letters in the state columns indicate the communication process specified by the state document: L = Listening, R = Reading, S = Speaking, W = Writing.

States	
Connecticut	CT
Delaware	DE
Florida	FL
Georgia	GA
Hawaii	HI
Idaho	ID
Kansas	KS
Louisiana	LA
Maryland	MD
Massachusetts	MA
Missouri	MO
Nevada	NV
New Jersey	NJ
New Mexico	NM
New York	NY
North Carolina	NC
South Carolina	SC
Texas	TX
Utah	UT
Vermont	VT

WORD/PHRASE SKILLS	CT	DE	FL	GA	HI	ID	KS	LA	MD	MA	MO	NV	NJ	NM	NY	NC	SC	TX	UT	VT
Receptive																				
1. Identifies the component words in compound words.								R		R										
2. Identifies the component words of contractions.			R					R												
3. Identifies the component roots and affixes of words.	R		R	R				R		R							R			R
4. Identifies the meaning of abbreviations.				R										R		R				
5. Identifies synonyms and antonyms.			R					R					R			R				
6. Identifies denotative word meaning.			R					R		L										R
7. Identifies connotative word meaning.			R	R				R								R				
8. Reads words from a selected high-frequency list.		R							R	R						R				R
Productive																				
1. Spells words from a selected high-frequency list.		W	W				W													W
2. Spells correctly when writing.	W	W								W										

SENTENCE SKILLS	CT	DE	FL	GA	HI	ID	KS	LA	MD	MA	MO	NV	NJ	NM	NY	NC	SC	TX	UT	VT
Receptive																				
1. Uses context clues to define words.		R	R			R		R					R	R		R	R	R		
2. Uses punctuation and grammar as an aid to gaining meaning.						R							R							
Productive																				
1. Uses standard English grammar.	W	W															W			
2. Uses subject-verb agreement.								W		W		W								
3. Uses correct verb forms.								W		W		W								
4. Uses pronoun-referent agreement.								W		W		W								
5. Uses adjectives and adverbs correctly as modifiers.				W					W											
6. Uses appropriate nominative or objective pronoun case.								W				W								
7. Uses conjunctions.				W				W												
8. Writes complete sentences.			W	W		W		W			W	W								W
9. Corrects sentence fragments.		W						W		W		W								
10. Corrects run-on sentences.		W						W		W		W								
11. Writes complex sentences.			W					W									W			
12. Expands sentences with words and phrases.								W	W											

DISCOURSE SKILLS	CT	DE	FL	GA	HI	ID	KS	LA	MD	MA	MO	NV	NJ	NM	NY	NC	SC	TX	UT	VT
GENERAL																				
Receptive																				
1. Recognizes the main idea.		R	R			R		R		L,R	R		R			R	R	R		R
2. Recalls details.		R				R		R		L,R	R					R	R	R		R
3. Distinguishes between important and unimportant details.	R							L,R					R							
4. Identifies cause-effect relationships.		R	R			R						R	R				R	R		
5. Identifies literal meaning.	R	R								R	R				R					
6. Draws a conclusion from inferences.			R	R		R		R		L,R		R	R			R	R	R	L	
7. Identifies theme.								R									R			
8. Identifies author's purpose.				R				R		L	R		R				R			
9. Uses reference tools to locate information.	R	R	R	R	R	R	R	R	R		R	R	R	R			R	R		R
10. Evaluates written material.																R	R			
Productive																				
1. States a theme or purpose.									W	W										
2. Selects appropriate supporting details.			W					W		W,S										
3. Uses logical order.	W	W	W							S		W								
4. Uses tone and diction appropriate to audience.	W					W				S,W		W								
5. Writes topic sentences.		W						W				W								
6. Writes supporting sentences for topic sentences.		W	W					W	W	W		W								

DISCOURSE SKILLS (continued)	CT	DE	FL	GA	HI	ID	KS	LA	MD	MA	MO	NV	NJ	NM	NY	NC	SC	TX	UT	VT
7. Uses transitional expressions.	W	W																		
8. Writes legibly.		W	W			W				W		W					W			W
9. Writes essays.								W		W										
DESCRIPTION																				
Receptive																				
1. Identifies figurative language.								R					R				R	R		
Productive																				
1. Composes descriptions.					S				W	W										
NARRATION																				
Receptive																				
1. Identifies chronological order.						R				R		R	R					R		L
2. Infers the motives of characters.								R					R							
3. Reads novels and short stories.								R											R	
Productive																				
1. Writes narrative paragraphs.									W	W										
EXPOSITION																				
Receptive																				
1. Follows directions.		R	R		R	R	R	R	R	R	R	R	R	R		R		R	L	R
2. Locates factual information.		R	R		R		R	R	R	R	R		R	R		R			R	
3. Identifies comparison/contrast development pattern.								R		R			R				R			

DISCOURSE SKILLS (continued)	CT	DE	FL	GA	HI	ID	KS	LA	MD	MA	MO	NV	NJ	NM	NY	NC	SC	TX	UT	VT
4. Summarizes information.		R																		R
Productive																				
1. Writes reports.								W		W					W		W		W	
2. Writes summaries.								W	W	W				W						
3. Constructs written records.									W	W										
4. Gives directions.			W		W,S			W	W	W							W		S	S
5. Writes letter of inquiry/ complaint.		W			W															
6. Writes messages.		W			W															W
PERSUASION																				
Receptive																				
1. Distinguishes between fact and opinion.		R	R	R	R	R	R	R		L,R	R	R	R	R				R	L	
2. Identifies propaganda/ persuasion techniques.								R		R								R		
3. Verifies the authenticity of sources.				R				R					R							
Productive																				
1. States opinions.					S	W				S										S
2. Uses propaganda techniques.								W		S										
3. Composes persuasive discourse.								W						W	W				W,S	
4. Writes advertisements.			W											W						

WRITING MECHANICS SKILLS	CT	DE	FL	GA	HI	ID	KS	LA	MD	MA	MO	NV	NJ	NM	NY	NC	SC	TX	UT	VT
1. Capitalizes correctly:	W			W		W											W			
proper nouns			W					W		W		W								
proper adjectives			W					W		W										
first word in a sentence										W		W								
2. Punctuates correctly.	W			W		W				W	W						W			
3. Uses commas in a series.								W				W								
4. Uses question marks to end interrogative sentences.										W		W								
5. Uses apostrophes:																				
for singular possessives			W					W				W								
for plural possessives			W									W								
6. Uses quotation marks for dialogue.								W		W										

FORMAT-ORIENTED SKILLS	CT	DE	FL	GA	HI	ID	KS	LA	MD	MA	MO	NV	NJ	NM	NY	NC	SC	TX	UT	VT
Receptive																				
1. Locates information in graphic sources.		R	R	R	R	R		R	R	R	R	R	R	R		R	R	R		
2. Comprehends forms.		R					R				R		R				R	R		
Productive																				
1. Writes personal letters.		W			W				W	W									W	W
2. Writes business letters.			W	W	W				W	W		W		W					W	W
3. Addresses envelopes.														W						W
4. Writes resumes.								W	W											
5. Fills out forms.		W	W		W			W	W	W	W			W			W		W	W
6. Writes outlines.			W							W							W			
7. Writes labels, headings, and signs.			W						W											
8. Writes lists.			W						W					W				W		

APPENDIX C

PRACTICAL SKILL APPLICATIONS

General Reference Sources

Government Forms

Consumer Forms

Employment Forms

Financial Forms

GENERAL REFERENCE SOURCES	CT	DE	FL	GA	HI	ID	KS	LA	MD	MA	MO	NV	NJ	NM	NY	NC	SC	TX	UT	VT
almanac								X	X											X
book parts:																				
appendix									X								X			
bibliography									X								X			
footnote									X				X							
glossary									X			X					X			
index		X	X	X				X	X			X					X	X		
preface																		X		
table of contents		X		X				X	X			X					X	X		
title page									X								X			
calendar									X											
card catalog							X				X		X				X			
chart		X						X						X		X	X	X		
diagram																		X		
dictionary	X		X	X			X		X			X	X			X	X	X		X
emergency agencies							X							X						
encyclopedia	X	X		X			X		X			X	X				X	X		X
first aid instructions									X				X							
globe								X										X		
graph		X						X						X			X	X		
highway/street map		X	X		X		X	X	X			X		X		X	X	X		
library					X															X

GENERAL REFERENCE SOURCES (continued)	CT	DE	FL	GA	HI	ID	KS	LA	MD	MA	MO	NV	NJ	NM	NY	NC	SC	TX	UT	VT
magazine				X	X				X		X		X	X		X				
newspaper				X	X		X		X	X			X	X		X	X		X	
picture																		X		
public speech					X															
Reader's Guide									X								X			
scale drawing																		X		
telephone directory		X		X	X		X		X				X	X		X	X	X		X
television program listings									X					X		X				
television/radio news					X					X				X						
textbook									X				X							
thesaurus								X								X				
traffic signs					X		X				X			X		X				X

GOVERNMENT FORMS	CT	DE	FL	GA	HI	ID	KS	LA	MD	MA	MO	NV	NJ	NM	NY	NC	SC	TX	UT	VT
arrest rights														X						
change of address																X				
driver's license application			X							X			X	X		X				
driver's manual							X						X	X						X
library card application									X							X				
sample ballot									X		X							X		
Social Security card application									X					X		X				
subpoena/summons																		X		
traffic citation																		X		
unemployment insurance claim														X		X				
voter registration affidavit			X										X	X						

CONSUMER FORMS	CT	DE	FL	GA	HI	ID	KS	LA	MD	MA	MO	NV	NJ	NM	NY	NC	SC	TX	UT	VT
advertisement					X		X		X	X			X	X		X				X
airline schedule			X											X						
bus schedule		X	X						X									X		
catalog order form		X					X		X	X				X		X		X		
department store directory														X		X				
hotel reservation/registration									X											
ingredients label							X						X	X			X	X		
magazine subscription									X											
medicine label							X				X		X			X				
menu											X									
monthly bill							X		X							X	X	X		
product maintenance instructions					X		X		X		X		X	X		X	X			
product warning label					X		X		X		X		X			X				
product warranty							X						X			X				
recipe									X		X			X		X				
rental/lease agreement									X				X			X				
sales receipt									X											
school application			X																	

EMPLOYMENT FORMS	CT	DE	FL	GA	HI	ID	KS	LA	MD	MA	MO	NV	NJ	NM	NY	NC	SC	TX	UT	VT
accident report									X	X										
armed services application								X	X											
classified advertisements			X										X	X				X		
job application		X	X		X		X	X	X	X			X	X		X	X	X		X
job training manual									X				X							X
payroll earnings statement							X											X		
trade journal									X											
work progress report									X											
withholding allowance certificate			X						X					X						

FINANCIAL FORMS	CT	DE	FL	GA	HI	ID	KS	LA	MD	MA	MO	NV	NJ	NM	NY	NC	SC	TX	UT	VT
credit card application			X						X					X		X				
income tax forms			X				X		X					X		X				
insurance application			X				X		X											
loan application					X		X		X		X			X		X			X	
money order														X						
personal check					X									X						
savings account forms														X						
traveler's check														X						